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Current practices in selection, instruction, and supervision of school bus drivers in Virginia

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CURRENT PRACTICES IN
SELECTION, INSTRUCTION, AND SUPERVISION
OF SCHOOL BUS DRIVERS IN VIRGINIA


A Thesis
Presented to
The Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
William Gibbs Thomas
August 1966

Approval Sheet

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PREFACE

The transportation of school children to and from school has not always been the states' responsibility. The attitude of most educators before 1850 was that if students really wanted to come to school they would come even if they had to travel many miles. This attitude of the educated few did not lend itself to a tax-supported pupil transportation system.

A necessary departure from this view came in the second half of the nineteenth century when several related developments created a need for transportation using public funds. First, many states began to realize that it was in the best interest of the state to educate more people and, secondly, to achieve this end, states began to pass compulsory attendance laws. Consequently, states had either to build schools close to every pupil or provide transportation to each centrally located school.

The first law authorizing school transportation using public funds was enacted by the Massachusetts legislature in 1869.¹ An excerpt from this law is quoted below:

Section 1. Any town in this commonwealth may raise by taxation or otherwise, and appropriate money to be

¹M. C. S. Noble, Pupil Transportation in the United States (Scranton: International Textbook Company, 1940), p. 2.

expended by the school committee in their discretion in providing for the conveyance of pupils to and from the public schools.

Section 2. This act shall take effect upon its passage. (Approved April 1, 1869)

Seven years later the state of Vermont followed Massachusetts' initiative and by 1900 eighteen states had laws providing for pupil transportation. By 1919 all of the then forty-eight states had laws requiring public funds for pupil transportation.²

Even though laws were passed early in the twentieth century, the greatest growth period has been in the last thirty to forty years. E. Glenn Featherston reported, "Almost 91 per cent of the growth in the program of pupil transportation has taken place in the last thirty-six years."³

The reasons for this unusually large increase were, first, consolidation of schools; secondly, a change in the character of the school program causing a decrease in the number of one-teacher schools. For example, in 1925-26 there were approximately 163,000 one-teacher schools in operation; but, in 1947-48 there were only 75,000, a

² E. Glenn Featherston and D. P. Culp, Pupil Transportation (New York: Harper and Row, 1965), p. 3.

³ Ibid., p. 2.

reduction of about 81,000.⁴ This meant that many more students had to be transported than ever before.

The change of character of the school program through a more diversified high school curriculum meant that the school was made more attractive to a greater number of students. The secondary school had increased its holding power. Consequently, more students were continuing their education, placing even greater demands on public transportation.

All of these facts, however, could not transport pupils to and from school. With the invention of the automobile a practical approach to handling pupil transportation was developed. In 1920 there were 26,531,999 registered vehicles; in 1964 there were 82,721,860.⁵ Thus, the number of vehicles in the first half of the twentieth century had increased from one for every 196 people to one for every 2½ people.⁶ As more cars were built, so were roads. For example, in 1921 only 387,000 of the 3,000,000 miles of rural roads had all-weather surfaces,⁷ but in 1964 3,152,577

⁴Ibid., p. 4.

⁵U. S. Department of Commerce, Highway Statistics - 1964 (Washington, D. C.: United States Government Printing Office, 1966), p. 30.

⁶Featherston et al., loc. cit.

⁷Ibid.

of the 3,644,069 miles of rural roads had been paved.⁸

These interrelated factors made possible a better transportation system for the larger number of students.

⁸ U. S. Department of Commerce, op. cit., p. 131.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The importance of the school bus driver cannot be overemphasized. It is the bus driver's responsibility to get the children to and from school safely. There is considerable evidence that very few accidents result from mechanical failure of the bus; most accidents, rather, can be traced to the driver. The competency of the driver determines the effectiveness of any pupil transportation system.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to define the duties of the bus driver; (2) to trace the growth of school bus driver programs; and (3) to evaluate the current practices of Virginia school divisions in terms of selection, instruction, and supervision of school bus drivers.

II. DEFINITIONS OF TERMS USED

Bus driver. The bus driver was referred to as a person driving a school bus and being employed by a school division. No distinction was made between an adult and a student driver. The driver was generally considered to be

a part-time employee. However, the investigator was aware that some bus drivers were employed by a school division also in some other capacity. There was no distinction made between males and females when referring to the bus driver in general.

Selection. The term selection meant the process by which candidates were determined to be the best suited for the job. The period of selection included the time from which the applicant filled in the application blank to pre-employment instruction. The bases for selection were as follows: (1) application, (2) interview, (3) references, and (4) selective tests. The results of these procedures completed the selection process.

Instruction. A point was reached where there seemed to be no clear-cut boundary between selection and instruction. To eliminate this problem, selection ended with the formal training of the bus driver even though the driver was not certain of a job. Instruction included two phases. First, pre-employment instruction consisted of both classroom and behind the wheel instruction. This instruction led to the state examination for bus drivers. Secondly, in-service training consisted of a refresher course for the experienced driver. To be considered in-service, a formal and planned situation existed where the school bus drivers were aware of the topics to be presented.

Supervision. Supervision in this investigation was considered to be the most important aspect of the entire bus driver program. It began with the selection process and ended with the final evaluation of each individual bus driver. However, supervision not only acted as a tool for evaluating each bus driver, but also in evaluating the entire bus driver program.

III. PROCEDURE

The first step was to establish a need for this type of study. To accomplish this end, selected prominent authorities on school transportation were interviewed. The first person contacted was G. W. Gilbert, Supervisor of Transportation for the Virginia State Department of Education. He asserted that Virginia needed a more comprehensive school bus driver program.¹

At the National Education Association, the investigator contacted Dr. Robert M. Isenberg, Executive Secretary of the Division of Pupil Transportation. He sent a pamphlet entitled Selection, Instruction, and Supervision of School Bus Drivers, compiled by the National Education Association. This pamphlet was a valuable aid to the investigator in establishing selected minimum standards for school bus

¹Statement by G. W. Gilbert, personal interview.

drivers.

In a conference, Dr. E. Glenn Featherston, Deputy Associate Commissioner for Educational Research and Development in the U. S. Department of Education, implied there was a need for better methods of selecting, training, and supervising school bus drivers. The discussion also dealt with accepted procedures in a school bus driver program.² Dr. Featherston's book entitled Pupil Transportation had just been published. An early statement in the book concerning school bus drivers reflected Dr. Featherston's opinion of the importance of bus driver training.

The driver is the most important individual in the actual operation of school buses. It is he who finally determines the success of the operation and who, more than any other one person, controls the safety and efficiency of each bus.³

The next contact was with a supervisor of transportation in a particular Virginia school division. Fairfax County was chosen; (1) for its large school bus fleet, and (2) for its national recognition in possessing a modern school bus driver program. Mr. W. H. Ebhardt, Supervisor of Transportation, sent a copy of the Fairfax County school bus driver handbook.

²Statement by E. Glenn Featherston, personal interview.

³E. Glenn Featherston and D. P. Culp, Pupil Transportation (New York: Harper and Row, 1955), p. 73.

Letters were sent to several selected states to determine their programs for school bus drivers. Those states were Alabama, South Carolina, New York, Maryland, North Carolina, and Delaware. The purpose was to see the types of programs these states had developed.

After analyzing opinions of writers in the field, the investigator decided first to define the job of the school bus driver. It was apparent that there was also a need to examine briefly the advancement of school bus driver standards in the United States.

To ascertain the current practices in selection, instruction, and supervision in the different school divisions of Virginia, a questionnaire was sent to each division superintendent.

It was assumed that every school division followed state laws concerning bus driver standards. Therefore, items already required by the State of Virginia were not included.

A letter accompanied the questionnaire explaining its purpose and its ultimate objective. The intent was to present the topic to each superintendent in such a way as not to offend any school division for lack of an adequate school bus driver program, and to seek his co-operation in the study. To insure better response a stamped,

self-addressed envelope was enclosed.

The questionnaire was three pages long. Most of the questions could be checked either "yes" or "no." For convenience, spaces in the left margin were provided so that the items could be easily tabulated.

The questionnaire was divided into three parts; (1) selection, (2) instruction, and (3) supervision. The attempt was made to word the items in such a way as to avoid any ambiguous meaning. A copy of the questionnaire is included in the Appendix, page 69.

The response to the questionnaire was favorable for both county divisions and city divisions. The county divisions were more co-operative and wrote more comments. However, it must be realized that very few cities provided transportation. The county divisions, on the other hand, were more deeply involved in transporting students.

This fact was illustrated in the number of buses in operation and total miles traveled in the county as compared with the same factors in the city. In the academic year 1964-65, the buses of the county divisions traveled 44,348,522 miles as compared with only 3,871,718 miles traveled by those in the city divisions. The total number of buses in operation in the county divisions for the same period of time was 5,182 as compared with 568 buses in the

city divisions.⁴

To present a clearer conception of the county and city school divisions responding, a map for each has been used. Questionnaires were sent to all eighty-eight county school divisions. There were eighty responses producing a 91.96 per cent return. The questionnaire was also sent to thirty-four city divisions. There were thirty-two responses producing a 94.10 per cent return.

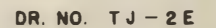
The purpose of this questionnaire was to point out the varied bus driver programs in Virginia. Attention was given to a geographical interpretation of the results. It appeared that school divisions in a particular section of the state had common needs. The assumption that counties with large bus fleets would have a more comprehensive driver program was also explored. Each part of the questionnaire covered a wide range, allowing for differences in localities, situations, and facilities.

⁴State Board of Education. Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia. Richmond: State Board of Education, 1965.

FIGURE 1
COUNTY SCHOOL DIVISIONS
RESPONDING TO THE QUESTIONNAIRE*



FIGURE 2
CITY SCHOOL DIVISIONS



CHAPTER II

SUMMARY OF BACKGROUND MATERIAL

I. DUTIES AND RESPONSIBILITIES OF THE BUS DRIVER

The school bus driver is responsible for a vehicle that costs several thousands of dollars. In maintenance and upkeep of the bus the driver can save money for the school division. To illustrate this fact, E. Glenn Featherston told of a driver who was replaced in the middle of an academic year because of unsatisfactory performance. The new driver being a more competent person decreased the fuel consumption more than 30.0 per cent. The need of repairs to the bus also decreased. During the first half of the year the brake lining had been worn out twice. However, in the second half of the year no repair was needed on the brake lining.¹

The responsibility of the driver to carry each child to and from school safely cannot be overstated. On the average, each bus driver carries approximately thirty to forty students per load each day. The noise and general confusion created by so many students on a bus presents a problem not experienced by most other drivers. The driver,

¹Featherston, et al., loc. cit.

therefore, must be a person who is not easily excited, and one fully in control of the situation. Although it is true that school buses have each year been designed for safer operation, the responsibility of careful driving and competent handling on the part of the driver has not decreased. The burden of safe transportation still lies in the hands of the bus driver.²

The school bus driver has a strong influence upon students and is, therefore, a potent link between school and home.

Many preschool tots get their first feelings about going to school (that is impressions of the school system) from the drivers serving their communities. Long before a teacher they know a school bus driver . . . How he (the school bus driver) conducts himself conveys subtle but positive first impressions for good or evil.³

The school bus driver, as a representative of the school, sees the children at the beginning and at the end of each school day. In many cases the atmosphere within the bus can change a child's attitude toward the school.⁴

²North Carolina Department of Motor Vehicles, Driver Education and Accident Records Division, Handbook for School Bus Drivers (Raleigh: North Carolina Department of Motor Vehicles, 1965), p. 8.

³Maryland State Department of Education, Guide for the Selection and Training of School Bus Drivers in Maryland (Baltimore: Maryland State Department of Education, 1961), p. 2.

⁴Ibid.

In an article, "Key Person: The Bus Driver," Theodore Sorenson pointed out six facets of the school bus driver's job:

1. An important teacher because he is in a position, as a result of the time he spends with his pupils on the way to and from school to exert influence in shaping the lives of these children. The school bus driver determines whether the education that goes on in their lives is good or bad.
2. A responsible chauffeur and a skilled driver who can cope with the many problems caused by adverse weather conditions and traffic hazards.
3. An excellent public relations agent because he is usually the closest adult contact that most rural parents have with the school.
4. A responsible friend to school children, handling them with three "F's" - friendly, fair, and firm.
5. The custodian of valuable equipment which should always operate at the peak of efficiency.
6. A guardian of the safety and the health of the children whose lives are entrusted to his care.⁵

II. GROWTH IN SCHOOL BUS DRIVER PROGRAMS

Today the overall national standards for school bus drivers are higher than they have ever been before. For example, a typical bus driver must undergo a thorough examination of his qualifications for the job. Then after being selected, the driver must undergo extensive instruction

⁵Theodore A. Sorenson, "Key Person: The Bus Driver," The Nation's Schools, LXV, 84.

in how to drive a school bus. Finally, the driver must be constantly supervised and evaluated. Through these three processes it is hoped that better and safer driving will develop.

It must be remembered, however, that these standards for school bus drivers have not always been present. In fact, most of them have been developed in the last twenty or thirty years. At first there was no formal selection and training of school bus drivers. Occasionally superintendents gave informal regulations and instruction to their drivers.

The first state-wide program for training bus drivers was initiated by the State of North Carolina in 1937.⁶ Minnesota and Illinois began holding bus driver meetings in 1939. The school officials of New Mexico, sensing the need of a comprehensive driver program, began formulating a course in 1939, and offered the first course in 1940.⁷

World War II gave rise to problems for school transportation, the major one being the scarcity of bus drivers. Frequently people were selected to drive school buses who were not qualified. To relieve the manpower shortage, women began to drive buses.

⁶ U. S. Office of Education, School Bus Drivers: Current Practices in Selection and Training, Pamphlet 100 (Washington: Government Printing Office, 1946), p. 19.

⁷ Ibid.

School administrators, state officials, and the public advocated better standards and programs for training bus drivers. The first need was to train the unqualified drivers. Another problem was to interest more people in driving school buses. Until these two problems were solved, there would be a serious curtailment of pupil transportation. In terms of raising standards for bus drivers, however, the war panic was a blessing and a stimulus in formulating comprehensive programs for school bus drivers.⁸

One of the first conferences to aid in establishing such programs was held at Yale University in 1942. Persons in attendance were chief state officials, officials of the federal government, and representatives of many national organizations. The work conference decided that its work was not completed; therefore, a second conference was held in July 1942, in Washington, D. C. These two conferences produced a publication, School Transportation in Wartime, which offered two suggestions for the improvement of bus driver training programs.

1. All drivers of school buses should be required to take pre-employment and supplementary training in school bus operation.
2. A school bus driver training program should be encouraged by the U. S. Office of Education.⁹

⁸ Ibid.

⁹ Ibid.

General conferences were held again in 1945, 1949, 1951, 1954, and 1959.¹⁰ These conferences had a great influence on bus driver standards. For example, the 1949 National Conference on School Transportation recommended standards for selection and instruction of school bus drivers. These recommendations were published under the title Standards and Training Programs for School Bus Drivers. Also in 1959, the National Conference on School Transportation revised the 1949 publication and included supervision in its report. A new title was used. It was called Selection, Instruction, and Supervision of School Bus Drivers: Recommended Minimum Practices.¹¹ In 1964, the National Council on Transportation revised the 1959 publication, but retained its title.¹² Thus in the years 1949, 1959, and 1964 a need was established for training of bus drivers and also for proper selection and competent supervision. The following is an excerpt from the 1964 recommendations:

Believing that the problem of assuring competency in

¹⁰Leo E. Buckring, "Key Words Are Still Safety and Economy," The Nation's Schools, LXV, 73.

¹¹National Education Association, National Commission on Safety Education, Selection, Instruction, and Supervision of School Bus Drivers (Washington: National Education Association, 1965), p. 4.

¹²Ibid.

the driving of school buses is common to all school districts where children are transported, the conference urges all state and local school systems to use these recommendations as a means of achieving more safety and economy in the school transportation service.¹³

¹³Ibid.

CHAPTER III

THE INVESTIGATION

As stated in Chapter I, a questionnaire was sent to both county and city school divisions in Virginia to ascertain current practices in school bus driver programs. In keeping with the content of the questionnaire, this chapter is divided into three main headings: Selection, Instruction, and Supervision.

I. SELECTION

As previously stated, the questionnaire dealt with practices not required by law in Virginia. However, a review of Virginia laws concerning selection, should be stated.

No school board or superintendent of schools of any county or city shall hire, employ, or enter into any agreement with any person for the purposes of operating a school bus transporting pupils after July first, nineteen hundred and sixty-two, unless the person proposed to so operate such school bus shall:

(a) Furnish a certificate signed by a physician licensed by this State attesting that such physician has examined the applicant within the thirty days preceding the date of the application for such employment and that applicant has no symptoms of hypertension, cardiac disease, diabetes, epilepsy, paralysis of any type, and other wise, from the observation of such physician, physically and mentally capable of operating a school bus safely. . .

(b) Furnish a statement from the Division of Motor Vehicles that the records of such Division do not disclose that the applicant, within the preceding five years, has been convicted upon a charge of either

driving under the influence of intoxicating liquors or drugs, or a felony involving the use of a motor vehicle.

(c) Furnish a statement signed by two reputable citizens of the county or city that applicant is a person of good moral character. . .

(e) Be between the ages of sixteen and sixty-five years, both inclusive, at the time of signing such contract.

The statements above required shall be filed with, and made a part of, the records of the superintendent of schools and/or school boards of the county or city employing such person as a school bus operator. . .¹

The state furnished forms which each school division used for its school bus drivers. For example, the state form for Section (a) is called PT. 1. The form for Section (b) is PT. 2. The form for Section (c) is PT. 3. Copies of these forms are included in the Appendix, page 58.

In the questionnaire, seventeen items were directed toward bus driver selection, they were as follows:

Yes	No	
—	—	1. This school division publishes a school bus driver handbook.
—	—	2. The information on the application blank is checked for correctness.
—	—	3. The references are checked either by telephone or letter.
—	—	4. Every prospective bus driver undergoes a personal interview.
—	—	5. This school division uses an interview checklist form.
—	—	6. The complete driving record of the applicant from the Division of Motor Vehicles is required.
—	—	7. There is an adopted salary schedule.

¹ State Board of Education, Virginia School Laws (Richmond: State Board of Education, 1963), pp. 159-160.

Yes	No	
___	___	8. Substitute drivers are required to meet the same requirements as regular bus drivers.
___	___	9. A knowledge of First aid is required for the job.
___	___	10. This school division gives an intelligence test.
___	___	11. This school division gives psychophysical tests. If so, check the appropriate block: ___ breadth of vision; ___ judging distances; ___ reaction time.
___	___	12. This school division gives a driver attitude test.
___	___	13. There is a requirement for weight. If so, specify: ___ minimum ___ maximum.
___	___	14. There is a requirement for height. If so, specify: ___ minimum ___ maximum.
___	___	15. An applicant must have been a licensed driver for one year.
		16. The age range in this school division is: ___ minimum ___ maximum.
		17. In selecting drivers this division prefers: ___ women; ___ men; ___ no preference.

Only 30.0 per cent of the reporting counties used handbooks. It was apparent that the counties who published the handbook operated a large number of buses.

FIGURE 3

RELATIONSHIP BETWEEN COUNTY SYSTEMS SHOWING NUMBER OF
BUSES AND SYSTEMS PUBLISHING A HANDBOOK

[illegible]

In the city systems reporting, only Newport News used a handbook for drivers and Virginia Beach published a monthly newsletter for bus drivers.

In the county systems, the only universal procedure reported was the personal interview. The response showed that 85.0 per cent of the counties checked the information on the application blanks for correctness, and 78.7 per cent checked the references. Only 5.0 per cent used an interview check list form. These counties were Arlington, Fairfax, Louisa, King William and King and Queen.

From the eight city systems reporting, 25.0 per cent used check lists: Richmond and Virginia Beach.

The response to the requirement for the complete driving record from the Division of Motor Vehicles for each applicant indicated that 83.74 per cent used this procedure. The response from the city divisions indicated that 87.50 per cent required the complete driving record. It was the opinion of this researcher that this item could have been misinterpreted by some of the school divisions. It is required that the PT. 2 form be sent to the Division of Motor Vehicles; but, the information includes only those felonies committed in preceding five years. The complete driving record entails more than Form PT. 2.

Apparently there was a general state wide acceptance of an adopted salary scale and also, the requirements for

substitute bus drivers which are the same as those of regular bus drivers.

The total testing program for school bus drivers is relatively recent. This was reflected in the responses by both county and city divisions. The most prevalent type of test reported was the driver attitude test, 11.24 per cent. The least prevalent type of test reported was the intelligence test, 2.5 per cent.

Concerning physical requirements, Fairfax was the only county division with a maximum and minimum standard. Norton and Virginia Beach were the only city systems reporting these requirements.

The minimum age prescribed by law for school bus drivers is 16 and the maximum is 65. It was noted that county divisions followed this statute. There were fifteen counties who supplemented this law by raising the minimum age to 20 years and 21 years. James City - Williamsburg lowered the maximum age limit to 55 years.

The questionnaire revealed that 40.0 per cent of the county divisions preferred men, 5.0 per cent preferred women, and 55.0 per cent had no preference.

It was interesting to note that Fairfax County employed 80.0 per cent women drivers. William H. Ebhardt, Supervisor of Transportation in this county, wrote:

Who other than a woman, is better qualified to worry over the safety of hundreds of kids, and deal with their parents? The girls may not be as skillful as a man with thirty years' experience on a trailer truck . . . but they are more careful, more thoughtful, more reliable, better in handling youngsters - and learn more quickly.²

Tables I and IA, pages 23-27, follow showing in detail, the response to Section I of the questionnaire.

II. INSTRUCTION

Training new drivers. There is no Virginia law pertaining to pre-employment instruction. It is left entirely to each local school division to administer the program it desires. The State of Virginia does require, however, that before a driver can operate a school bus with students, the driver must have successfully passed the examination prescribed in Section 46.1-370.

In the questionnaire, twelve items covered the training of new drivers. They were as follows:

Yes	No	
—	—	1. This division superintendent annually addresses prospective bus drivers concerning their importance in the educational system.
—	—	2. Training classes for new drivers are held annually before each school year.
—	—	3. A qualified experienced bus driver aids in training new drivers.

²Staff Writer, "Fairfax Education 'Lift': It's A Woman's World," International Trail, Vol. 33, No. 6, pp. 4-5.

TABLE I

CURRENT SELECTION PRACTICES OF VIRGINIA SCHOOL BUS DRIVERS
DERIVED FROM QUESTIONNAIRE DATA - QUESTIONS 1 - 17*

County	Question No.																									
		1	2	3	4	5	6	7	8	9	10	11			12	13		14		15	16		17			
												1	2	3		min	max	min	max		min	max	W	M	Th	
Accomack			x	x	x		x	x		x										x	16	65			x	
Albemarle		x	x	x	x			x	x												16	65			x	
Alleghany			x	x	x			x	x	x										x				x		
Amelia			x	x	x		x	x	x																x	
Amherst			x	x	x		x	x	x											x	20	65			x	
Appomattox		-----Questionnaire not returned-----																								
Arlington			x	x	x	x	x	x	x			x	x	x						x	21	65			x	
Augusta		x	x	x	x		x	x	x					x						x	17	65			x	
Bath			x	x	x		x	x	x											x	16	65		x		
Bedford		x	x		x		x	x	x		x			x						x	16	65			x	
Bland			x	x	x		x	x	x											x	21	65		x		
Botetourt				x	x		x	x	x												16	65		x		
Brunswick			x	x	x			x	x											x	16	65			x	
Buchanan			x	x	x		x	x	x											x	18	65			x	
Buckingham		-----Questionnaire not returned-----																								
Campbell			x	x	x		x	x	x											x					x	
Caroline			x	x	x		x	x	x											x	17	65			x	
Carroll					x		x	x	x											x	16	65		x		
Charles City -																										
New Kent			x	x	x			x	x											x	17	65			x	
Charlotte		x	x		x		x	x	x											x	16	65			x	
Chesterfield		x	x	x	x		x	x	x												21	65			x	
Clark			x	x	x		x	x	x											x	18	65			x	
Sub-Total		5	18	17	20	1	16	20	19	2	1	1	1	1	2	--	--	--	--	16	--	--		7	13	

*Affirmative response indicated.

TABLE I (continued)

County	Question No.																								
		1	2	3	4	5	6	7	8	9	10	11			12	13		14		15	16		17		
											1	2	3		min	max	min	max		min	max	W	M	NP	
Craig				x		x	x	x											x	21	65			x	
Culpeper			x	x	x		x	x	x	x															
Cumberland		-----Questionnaire not returned-----																							
Dickenson				x	x		x	x	x											16	65			x	
Dinwiddie			x	x	x		x	x	x					x					x	16	65			x	
Essex -																									
Middlesex				x	x		x	x	x					x					x	16	64			x	
Fairfax		x	x	x	x	x	x	x	x	x	x	x	x	x	115	--	5'3"	--	x	17	65			x	
Fauquier					x		x		x										x	18	65			x	
Floyd		-----Questionnaire not returned-----																							
Fluvanna			x		x			x	x										x	21	65			x	
Franklin			x	x	x		x	x	x	x									x	16	65			x	
Frederick			x		x		x	x	x										x	18	65		x		
Giles					x		x	x	x										x	16	65			x	
Gloucester -																									
Mathews		x	x	x	x		x	x	x					x					x	18	65			x	
Goochland		-----Questionnaire not returned-----																							
Grayson			x	x	x		x	x	x										x	16	65			x	
Greene -																									
Madison		x	x	x	x		x	x	x										x	18	65			x	
Greensville					x		x	x	x											16	65			x	
Halifax		x	x	x	x		x	x	x										x	17	65			x	
Hanover		x	x	x	x		x	x	x										x	16	65			x	
Henrico		x	x	x	x		x	x	x											16	65			x	
Henry			x	x	x		x	x	x										x	18	65			x	
Highland			x	x	x		x	x	x										x	27	64		x		
Isle of Wight			x		x		x	x	x										x	21	65			x	
James City -																									
Williamsburg			x	x	x		x	x	x										x	21	55		x		
Sub-Total		6	16	14	22	1	21	21	22	3	1	-	1	1	4	--	--	--	--	18	--	--	1	7	10

TABLE I (continued)

County	Question No.																								
		1	2	3	4	5	6	7	8	9	10	11			12	13		14		15	16		17		
											1	2	3			min	max	min	max		min	max	W	M	NP
King George		x	x		x		x	x	x	x															x
King and Queen																									
King William			x	x	x	x	x	x	x											x	17	65			x
Lancaster -																									
Northumberland		x	x	x	x		x	x	x											x	16	65			x
Lee			x	x	x		x	x	x											x	18	65			x
Loudoun			x	x	x		x	x	x											x	18	65			x
Louisa			x	x	x			x	x											x	17	64		x	
Lunenburg				x	x		x													x	16	65		x	
Mecklenburg		x	x	x	x		x	x	x											x	16	65			x
Montgomery		x	x	x	x			x	x												17	65			x
Nansemond		-----Questionnaire not returned-----																							
Nelson			x	x	x		x	x	x											x	18	65			x
Northampton			x	x	x		x	x	x											x	21	65			x
Nottoway			x	x	x		x	x	x	x										x	21	65			x
Orange		-----Questionnaire not returned-----																							
Page			x	x	x		x	x	x												16	65			x
Patrick					x			x	x																x
Pittsylvania		x	x	x	x		x	x	x					x							16	65			x
Powhatan					x			x	x												16	65			x
Prince Edward			x	x	x		x	x	x						x						16	60			x
Prince George		x	x		x		x	x	x											x	17	65			x
Prince William			x	x	x		x	x	x												16	65			x
Pulaski		x	x	x	x		x	x	x											x	16	65		x	
Rappahannock -																									
Warren			x	x	x		x	x	x												16	65			x
Richmond -																									
Westmoreland				x	x		x	x	x											x	16	65			x
Roanoke			x	x	x		x	x	x											x	18	65			x
Sub-Total		7	19	19	23	2	19	22	22	2	-	-	-	-	1	--	--	--	--	14	--	--	-	7	16

TABLE I (continued)

County	Question No.																									
		1	2	3	4	5	6	7	8	9	10	11			12	13		14		15	16		17			
												1	2	3		min	max	min	max			min	max	V	M	NP
Rockbridge			x	x	x			x	x											x						x
Rockingham		x	x	x	x			x	x											x		17	65		x	
Russell			x	x	x		x	x	x											x		21	65		x	
Scott			x	x	x		x	x	x													18	65		x	
Shenandoah		x	x	x	x			x	x											x		18	64			x
Smyth			x	x	x		x	x	x											x		21	65		x	
Southampton		x	x		x		x	x	x											x		16	65		x	
Spotsylvania		-----Questionnaire not returned-----																								
Stafford			x	x	x			x	x													16	65		x	
Surry			x		x		x	x	x													17	62		x	
Sussex		x	x	x	x		x	x	x											x		16	65			x
Tazewell			x	x	x		x	x	x											x		17	65		x	
Washington		x	x	x	x		x	x	x													21	65		x	
Wise			x	x	x		x	x	x						x							16	65		x	
Wythe			x	x	x		x	x	x													21	65			x
York		x	x		x		x	x	x											x		21	65			x
Sub-Total		6	15	12	15	1	11	15	15	1	1	1	1	1	1	1	1	1	1	9	1	1	1	1	10	5
Total		24	68	63	80	4	67	77	76	8	2	1	2	2	9	1	1	1	1	58	1	1	1	4	32	44
Percentages		30.0	85.0	78.74	100.0	5.0	83.74	96.24	97.5	10.0	2.5	1.25	2.5	2.5	11.24					72.5				5.0	40.0	55.0

TABLE 1A

CURRENT SELECTION PRACTICES OF VIRGINIA SCHOOL BUS DRIVERS
DERIVED FROM QUESTIONNAIRE DATA - QUESTIONS 1 - 17*

City	Question No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
												1	2	3	min max	min max		W M NP
Alexandria			x	x	x		x	x	x							x	20 65	x
Chesapeake			x	x	x		x	x	x				x			x	25 65	x
Covington			x	x	x		x	x	x	x						x		x
Falls Church			x	x	x		x	x	x	x						x		x
Hampton			Questionnaire not completed															
Newport News		x	x	x	x		x	x	x			x	x	x	x	x	21 50	x
Norton			x	x	x			x	x	x					5'4"	x	21 65	x
Radford			No longer operate public school bus															
Richmond			x	x	x	x	x	x	x	x	x					x	25 45	x
Virginia Beach			x	x	x	x	x	x	x					100-250			17 60	x
Total		1	8	8	8	2	7	8	8	4	1	1	1	1	2	-- --	-- --	3 3 2
Percentages		12.5	100.0	100.0	100.0	25.0	87.50	100.0	100.0	50.0	12.5	12.5	12.5	12.5	25.0		87.50	37.5 37.5 25.0

*Affirmative response indicated. City divisions not operating public school transportation omitted.

- | Yes | No | |
|-----|----|---|
| — | — | 4. This school division employs a qualified driver-trainer. |
| — | — | 5. Once the license is obtained, the new driver is required to continue his training with an experienced driver on an actual run. |
| — | — | 6. In actual driving, the new bus driver begins with an empty bus. |
| — | — | 7. The number of students per bus is increased as the driver gains experience. |
| | | 8. This school division requires ___ days of actual driver training before taking the state bus driver test. |
| | | 9. This school division requires ___ hours of actual driver training before taking the state bus driver test. |
| | | 10. This school division requires ___ days of classroom instruction. |
| | | 11. This school division requires ___ hours of classroom instruction. |
| | | 12. Classroom instruction includes: (Please check items covered) |
| | | — Driver-student relationships |
| | | — Driver-parent relationships |
| | | — Cleanliness of bus |
| | | — First Aid |
| | | — Reports |
| | | — Responsibilities of bus driver |
| | | — Preventive and defensive driving |
| | | — Correct wearing apparel |

The orientation for bus drivers usually began with an address by the superintendent. Eighty-six per cent of the county divisions used this procedure. City divisions reported 62.5 per cent also used this method.

Training for new bus drivers was covered in the questionnaire by several items. There were 50.0 per cent of the county school divisions who reported that an annual driver training course was followed. An experienced driver aided in this class in 60.0 per cent of the county school

divisions, and 25.0 per cent employed a qualified driver trainer. Fifty per cent of the city divisions had an annual training program, 75.0 per cent had an experienced driver aide, and 37.50 per cent had a qualified driver trainer.

The response of the counties showed that 83.76 per cent followed the practice of requiring the new bus driver to begin with an empty bus. All city divisions followed this procedure. It did not follow, however, that the number of students increased as the driver gained experience. Only 6.25 per cent of the county divisions and none of the cities reported that this rule was followed.

The amount of time used in training showed a variation ranging from one day, one hour, to eight days and eight hours. This same variation showed in the time allotted to classroom instruction. The researcher's intention was for each school division to designate either hours or days, but there were discrepancies. Eight county school divisions reported both in hours and days the time allotted for behind the wheel instruction.

The item in the questionnaire covering classroom instruction was divided into eight areas. The most prevalent areas reported by the county divisions were 30.0 per cent for cleanliness of bus and reports. The least prevalent areas were 12.5 per cent for first aid and correct wearing apparel.

The tables for Part II follow, Table II and IIA, pages 31-35, giving exact results and percentages.

In-service training. The State of Virginia has no laws dealing with in-service training. As in the training of new drivers, each local school division sets up its own program. By definition, in-service training was considered to be a formal instructional program for experienced drivers. The questionnaire returns probably reflected not only in-service training, but also bus driver meetings.

Part IIB, In-Service Training, was covered by ten items in the questionnaire. They were as follows:

Yes	No	
—	—	1. This school division has an in-service training program for drivers.
—	—	2. This school division has adequate facilities for such a program.
—	—	3. In-service classes are scheduled at strategic points within the city or county.
—	—	4. The in-service class size is limited to 20 people.
—	—	5. Some topics are selected by the school bus drivers.
—	—	6. This school division secures prominent authorities to present the topics.
—	—	7. A part of the in-service training is actually spent in improving driving skills.
—	—	8. This school division tests the drivers on their in-service training.
—	—	9. Citations or awards are given for completing each in-service program.
—	—	10. Bus drivers are paid to attend in-service programs.

The response of county divisions indicated that 36.25 per cent had some form of in-service training programs.

TABLE II

CURRENT INSTRUCTION PRACTICES OF VIRGINIA SCHOOL BUS DRIVERS
 DERIVED FROM QUESTIONNAIRE DATA - PART IIA - QUESTIONS 1 - 12*

County	Question No.												
		1	2	3	4	5	6	7	8	9	10	11	12
									days	hours	days	hours	
Accomack		x		x		x	x	x					
Albemarle		x	x	x			x					x	x
Alleghany		x					x					x	x
Amelia		x	x	x		x	x						
Amherst		x	x	x									
Appomattox		-----Questionnaire not returned-----											
Arlington		x	x	x	x	x	x	x	3	3			
Augusta		x	x	x	x	x	x			2		4	x
Bath		x		x			x						x
Bedford		x	x	x	x		x		4	8			
Bland		x					x						
Botetourt				x		x	x						
Brunswick		x	x				x	x					
Buchanan													
Buckingham		-----Questionnaire not returned-----											
Campbell		x	x	x			x		1	3			
Caroline		x				x			1	1			x
Carroll							x						x
Charles City -													
New Kent		x					x			2			
Charlotte		x		x		x	x						
Chesterfield		x	x	x	x	x	x			6			x
Clark		x	x	x			x						x
Sub-Total		17	10	13	4	8	17	3	--	--	--	--	3

*Affirmative response indicated.

TABLE II (continued)

County	Question No.	1	2	3	4	5	6	7	8	9	10	11	12			
									days	hours	days	hours				
Craig		x														
Culpeper		x	x	x	x											
Cumberland		-----Questionnaire not returned-----														
Dickenson		x					x									
Dinwiddie		x	x	x	x	x						30				
Essex -																
Middlesex		x	x		x		x									
Fairfax				x	x	x	x	x	5			5	x	x	x	x
Fauquier				x			x		3	12				x	x	x
Floyd		-----Questionnaire not returned-----														
Fluvanna		x					x									
Frankline		x	x				x									
Frederick		x		x		x	x									
Giles				x		x	x									
Gloucester -																
Mathews		x	x	x	x		x		7		7		x	x	x	
Goochland		-----Questionnaire not returned-----														
Grayson		x	x	x												
Greene -																
Madison		x							5		1			x		x
Greensville		x		x		x	x						x	x	x	
Halifax		x		x		x	x		1		1/2	4	x	x	x	
Hanover		x	x		x		x			5				x		x
Henrico		x		x		x	x									
Henry		x	x	x	x	x	x									
Highland		x					x									
Isle of Wight		x	x	x			x									
James City -																
Williamsburg		x	x	x	x	x	x		8		8		x	x	x	
Sub-Total		19	10	14	8	9	17	1	--	--	--	--	5	5	8	2

TABLE II (continued)

County	Question No.	1	2	3	4	5	6	7	8	9	10	11	12							
									days	hours	days	hours								
King George		x	x	x	x															
King and Queen -																				
King William		x	x	x			x					5	x	x	x	x	x	x	x	x
Lancaster -																				
Northumberland		x	x				x													
Lee		x	x			x	x				3									
Loudoun		x	x	x	x		x						x	x	x		x	x	x	
Louisa		x			x		x													
Lunenburg		x	x	x	x		x			4										
Mecklenburg		x		x		x	x		5			2	x	x	x		x	x	x	x
Montgomery		x	x	x			x					3	x	x	x		x	x	x	^
Nansemond		-----Questionnaire not returned-----																		
Nelson		x																		
Northampton		x					x													
Nottoway		x					x													
Orange		-----Questionnaire not returned-----																		
Page		x		x		x							x	x	x		x	x		
Patrick		x			x															
Pittsylvania		x	x	x	x	x	x													
Powhatan		x		x			x													
Prince Edward		x					x													
Prince George		x	x	x			x						x		x		x	x	x	x
Prince William				x	x	x	x		2		1				x	x	x	x		
Pulaski			x	x			x			4	2		x	x	x	x	x	x	x	
Rappahannock -																				
Warren		x	x	x		x	x													
Richmond -																				
Westmoreland		x	x	x	x	x	x													
Roanoke		x		x		x	x	x												
Sub-Total		21	12	15	8	8	19	1	--	--	--	--	7	6	8	3	8	8	6	4

TABLE II (Continued)

County	Question No.	1	2	3	4	5	6	7	8	9	10	11	12				
									days	hours	days	hours					
Rockbridge							x										
Rockingham		x	x	x		x	x						x	x	x		x
Russell		x	x				x										
Scott		x															
Shenandoah		x	x				x						x	x	x		x
Smyth		x					x		7	7							
Southampton		x		x			x			5							
Spotsylvania		-----Questionnaire not returned-----															
Stafford				x		x	x			2		1	x		x	x	x
Surry		x		x		x	x										
Sussex		x	x	x			x		3				x	x	x	x	x
Tazewell		x				x	x										
Washington		x	x	x		x	x		1								
Wise		x	x	x		x	x						x	x	x	x	x
Wythe		x	x			x	x										
York			x	x			x										
Sub-Total		12	8	8	1	7	14	1	1	1	1	1	5	4	5	3	1
Total		69	40	48	20	32	67	5	1	1	1	1	20	18	24	10	10
Percentages		86.25	50.0	60.0	25.0	40.0	83.75	6.25					25.0	22.5	30.0	12.5	12.5

TABLE IIA
CURRENT INSTRUCTION PRACTICES OF VIRGINIA SCHOOL BUS DRIVERS *
DERIVED FROM QUESTIONNAIRE DATA - PART IIA - QUESTIONS 1 - 12 *

City	Question No.	1	2	3	4	5	6	7	8	9	10	11	12					
									days	hours	days	hours						
Alexandria				x			x											
Chesapeake		x	x	x		x	x				3	24	x	x	x	x	x	x
Covington					x		x											
Falls Church		x		x		x	x											
Hampton		Questionnaire not completed																
Newport News		x	x	x	x	x	x		5	10	2½	10	x	x	x		x	x
Norton		x					x											
Radford		No longer operate public school bus																
Richmond			x	x		x	x						x	x	x	x	x	x
Virginia Beach		x	x	x	x	x	x						x	x	x	x	x	x
Total		5	4	6	3	5	8	1	-	-	-	-	4	4	4	3	4	4
Percentages		62.5	50.0	75.0	37.5	62.5	100.0	11					50.0	50.0	50.0	37.5	50.0	50.0

*Affirmative response indicate. City divisions not operating public school transportation omitted.

The response from the city divisions indicated that 50.0 per cent had an in-service training program. It was interesting to note the higher percentage of in-service training programs for city divisions as compared with the county divisions. A map was included showing the locations of the county divisions participating in this in-service program.

Two county divisions reported facilities for this in-service program, though they did not participate.

Only two county divisions had classes limited to twenty students, and only one out of the eight city divisions limited its class to twenty.

Most of the in-service training was taught by qualified instructors. In fourteen county divisions and three city divisions the bus drivers themselves selected topics for study.

Out of the twenty-nine counties with in-service training programs, twenty reported the improvement of skills as an objective of the program.

The bus drivers were paid for this in-service training in nine county school divisions, though there were tests given in only six county divisions and awards in three county divisions. Only one city division reported payment for this in-service program.

Tables III and IIIA, pages 38-42, show the response in the area of in-service training.

FIGURE 4
COUNTY DIVISIONS WITH IN-SERVICE TRAINING

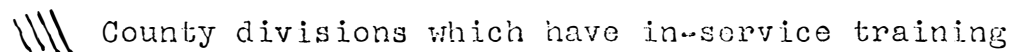


TABLE III

CURRENT IN-SERVICE INSTRUCTION PRACTICES OF COUNTY SCHOOL DIVISIONS IN VIRGINIA
 DERIVED FROM QUESTIONNAIRE DATA - PART IIB - QUESTIONS 1 - 10*

County	Question No.	1	2	3	4	5	6	7	8	9	10
Accomack											
Albemarle						x	x				
Alleghany											
Amelia		x	x	x			x				
Amherst								x			
Appomattox		--Questionnaire not returned--									
Arlington		x	x	x		x	x	x			x
Augusta		x	x	x	x	x	x	x	x	x	x
Bath											
Bedford		x							x		
Bland											
Botetourt											
Brunswick											
Buchanan			x								
Buckingham		--Questionnaire not returned--									
Campbell							x				
Caroline		x	x	x				x			
Carroll											
Charles City -											
New Kent											
Charlotte											
Chesterfield		x		x		x	x	x	x		x
Clarke											
Sub-Total		6	5	5	1	4	6	5	3	1	3

*Affirmative response indicated.

TABLE III (continued)

County	Question No.	1	2	3	4	5	6	7	8	9	10
Craig											
Culpeper											
Cumberland		--Questionnaire not returned--									
Dickenson		x	x	x		x	x	x			x
Dinwiddie											
Essex -											
Middlesex											
Fairfax		x	x	x			x	x	x		
Fauquier											
Floyd		--Questionnaire not returned--									
Fluvanna											
Franklin											
Frederick		x	x			x	x	x			
Giles											
Gloucester -											
Mathews											
Goochland		--Questionnaire not returned--									
Grayson		x					x				
Greene -											
Madison		x	x		x						
Greensville		x	x				x				
Halifax											
Hanover											
Henrico		x	x	x		x	x	x	x	x	x
Henry		x	x	x			x	x			
Highland											
Isle of Wight											
James City -											
Williamsburg							x	x			
Sub-Total		8	7	4	1	3	8	6	2	1	1

TABLE III (continued)

County	Question No.										
		1	2	3	4	5	6	7	8	9	10
King George		x	x					x			
King and Queen -											
King William			x								
Lancaster -											
Northumberland											
Lee											
Loudoun											
Louisa											
Lunenburg		x				x	x	x			
Mecklenburg											
Montgomery		x	x	x			x				
Nansemond		--Questionnaire not returned--									
Nelson		x	x	x			x				
Northampton		x	x								
Nottoway											
Orange		--Questionnaire not returned--									
Page		x	x	x			x	x			
Patrick											
Pittsylvania											
Powhatan											
Prince Edward											
Prince George		x		x		x	x				
Prince William		x	x	x			x				x
Pulaski		x	x	x				x			
Rappahannock -											
Warren											
Richmond -											
Westmoreland											
Roanoke											
Sub-Total		9	8	6	-	2	6	4	-	-	1

TABLE III (continued)

County	Question No.	1	2	3	4	5	6	7	8	9	10
Rockbridge											
Rockingham											
Russell											
Scott											
Shenandoah							x				
Smyth											
Southampton											
Spotsylvania		--Questionnaire not returned--									
Stafford		x		x		x	x	x			x
Surry											
Sussex		x	x	x		x	x	x			x
Tazewell		x	x				x	x			
Washington		x	x	x		x	x	x	x	x	x
Wise		x	x	x		x	x	x			x
Wythe		x	x	x		x	x				
York											
Sub-Total		6	5	5	4	5	7	5	1	1	1
Total		29	25	20	2	14	27	20	6	3	2
Percentages		36.25	31.25	25.0	2.50	17.5	33.75	25.0	7.5	3.75	11.25

TABLE IIA

CURRENT IN-SERVICE INSTRUCTION PRACTICES OF CITY SCHOOL DIVISIONS IN VIRGINIA
 DERIVED FROM QUESTIONNAIRE DATA - PART IIB - QUESTIONS 1 - 10*

City	Question No.	1	2	3	4	5	6	7	8	9	10
Alexandria											
Chesapeake		x	x				x	x	x		
Covington											
Falls Church											
Hampton		Questionnaire not completed									
Newport News		x		x		x	x	x	x		
Norton											
Radford		No longer operate public school bus									
Richmond		x	x	x	x	x	x	x			x
Virginia Beach		x	x	x		x	x	x	x	x	
Total		4	3	3	1	3	4	4	3	1	1
Percentages		50.0	37.5	37.5	12.5	37.5	50.0	50.0	37.5	12.5	12.5

III. SUPERVISION

The Virginia Department of Education recommends that every school division:

Should employ a properly qualified person to assist the Superintendent in the supervision of the transportation system when a school division uses twenty (20) or more buses.³

It must be remembered, however, that this is merely a recommendation, not a law.

There were seven items in the questionnaire dealing with supervision. They were as follows:

- | Yes | No | |
|-----|----|---|
| — | — | 1. This school division employs a part-time supervisor of transportation who has responsibilities other than transportation. |
| — | — | 2. This school division employs a full-time supervisor of transportation who has no responsibilities other than transportation. |
| — | — | 3. The supervisor of transportation has assistants. Please specify number — (do not include secretaries, mechanics) |
| — | — | 4. The entire school transportation system is co-ordinated by this individual. |
| — | — | 5. The supervisor or supervisors annually evaluate each school bus driver in the school division. |
| | | a. If yes, this evaluation consists of:
(check where applies to your division) |
| | | — riding the bus |
| | | — performance in in-service training courses |
| | | — general condition of each driver's bus |
| | | — accidents |
| | | — public relations of the bus driver |
| | | — law violations |

³
R. L. Wimbish, Regulations, Standards and Specifications Pertaining to Pupil Transportation (Richmond: State Board of Education, 1964), p. A-9.

Yes	No	
		b. A copy of this evaluation is kept on file
		yes no
—	—	6. Citations or awards are given for completing each year of safe driving.
—	—	7. The supervisor keeps the public informed about progress achieved in increasing the safety of school transportation through better training of school bus drivers.

The response for the county divisions showed 32.5 per cent had a full time supervisor.

Twenty-five per cent of the city divisions reported that a full time supervisor was employed. In the case of the city divisions, 75.0 per cent had either a part-time or full time supervisor of transportation. Newport News and Falls Church were the two divisions reporting no supervisor.

The county divisions reported that 16.25 per cent of their supervisors had assistants. They were Arlington, Augusta, Chesterfield, Culpeper, Fairfax, Fauquier, Franklin, Gloucester - Mathews, Henrico, Lunenburg, Prince William, Roanoke, and Wise. The number of assistants ranged from one in Arlington, to three in Fairfax and Culpeper.

Only 37.5 per cent of the city divisions had any assistants: Virginia Beach, Richmond, and Norton.

In the co-ordination of the transportation, the response of the county divisions indicated that 66.25 per cent of the supervisors of transportation co-ordinated the entire program.

Fifty per cent of the city divisions reported that supervisors had this responsibility. These were Virginia Beach, Richmond, Norton, and Chesapeake.

The item concerning the evaluation of school bus drivers was divided into six parts. The most common means used was the condition of each driver's bus, and the public relations of the bus driver. The least used was the item concerned with in-service training programs. The number of accidents and the number of violations of laws were used as criteria in 56.25 per cent of the county divisions.

In the city divisions, law violations and public relations of the bus driver took precedence over the other criteria.

A copy of this evaluation was kept on file in 31.25 per cent of the county divisions. A file was kept in 50.0 per cent of the city systems.

Awards were given for safe driving in 33.75 per cent of the county systems.

Public relations was not regarded as an important factor of evaluation in the county divisions. Only 26.25 per cent incorporated this factor in their program. This entailed keeping the public informed of the progress in safety measures by better training of school bus drivers. However, the city divisions showed a 50.0 per cent coverage in this area.

Tables IV and IVA, pages 48-52, giving the final results in detail on Part III of the questionnaire follow.

TABLE IV

CURRENT SUPERVISION PRACTICES OF VIRGINIA SCHOOL BUS DRIVERS
DERIVED FROM QUESTIONNAIRE DATA - PART III - QUESTIONS 1 - 7*

County	Question No.														
		1	2	3	4	5								6	7
Accomack		x			x	x	x		x						
Albemarle		x			x	x			x	x		x			
Alleghany														x	
Amelia		x			x	x			x		x			x	x
Amherst															
Appomattox		-----Questionnaire not returned-----													
Arlington		x	x	x	1	x	x	x	x	x	x	x	x	x	x
Augusta		x		x	2	x	x	x		x	x	x	x	x	x
Bath										x	x	x		x	
Bedford			x		x	x	x	x	x	x	x	x	x		
Bland						x				x	x	x	x	x	
Botetourt		x			x										
Brunswick			x		x	x			x	x	x	x			
Buchanan		x			x										
Buckingham		-----Questionnaire not returned-----													
Campbell			x		x	x	x		x	x	x	x			
Caroline															
Carroll			x		x	x			x	x	x	x			
Charles City															
New Kent														x	
Charlotte			x	1	x	x			x	x	x	x			
Chesterfield			x	x	1	x	x	x	x	x	x	x			x
Clarke		x			x	x	x		x		x		x	x	
Sub-Total															

*Affirmative response indicated.

TABLE IV (continued)

County	Question																
	No.	1	2	3	4	5								6	7		
Craig																	
Culpeper			x	x	3	x	x	x		x	x	x	x	x	x		
Cumberland		-----Questionnaire not returned-----															
Dickenson		x				x									x	x	
Dinwiddie		x													x		
Essex -																	
Middlesex																	
Fairfax		x	x	x	3	x	x	x	x	x	x	x	x	x		x	
Fauquier		x		x		x		x		x	x						
Floyd		-----Questionnaire not returned-----															
Fluvanna		x															
Franklin		x		x		x									x	x	
Frederick			x			x	x	x		x	x	x	x		x	x	
Giles																	
Gloucester -																	
Mathews			x	x	1	x	x	x		x	x	x	x	x		x	
Goochland		-----Questionnaire not returned-----															
Grayson		x				x	x			x	x	x	x	x	x		
Greene -																	
Madison																	
Greensville			x				x		x	x	x				x		
Halifax			x			x	x	x		x	x	x	x	x	x	x	
Hanover			x				x			x	x	x	x	x		x	
Henrico			x	x	1	x	x	x	x	x	x	x	x	x	x	x	
Henry			x			x											
Highland		x				x	x			x	x	x	x			x	
Isle of Wight																	
James City -																	
Williamsburg		x				x	x	x	x	x	x	x	x	x		x	
Sub-Total		9	9	6	-	13	11	8	4	12	11	11	11	9	9	9	

TABLE IV (continued)

County	Question No.																	6	7
		1	2	3	4	5													
King George		x			x	x	x		x	x	x	x	x						
King and Queen -																			
King William																			
Lancaster -																			
Northumberland		x			x	x			x	x	x	x			x	x			
Lee		x			x	x			x	x	x	x				x			
Loudoun		x			x	x			x	x	x	x							
Louisa		x			x	x	x	x	x	x	x	x	x						
Lunenburg		x		x 2	x	x			x	x	x	x	x						
Mecklenburg			x		x	x			x	x	x	x				x			
Montgomery		x			x	x			x	x	x	x	x			x			
Nansemond		-----Questionnaire not returned-----																	
Nelson																			
Northampton		x				x			x		x	x	x						
Nottoway		x			x														
Orange		-----Questionnaire not returned-----																	
Page		x			x	x	x		x	x	x	x	x	x	x				
Patrick																			
Pittsylvania			x																
Powhatan																			
Prince Edward		x			x														
Prince George		x			x	x			x	x	x	x				x			
Prince William			x	x 1												x			
Pulaski		x			x	x	x	x	x	x	x	x	x	x	x				
Rappahannock -																			
Warren		x			x	x	x		x	x	x	x							
Richmond -																			
Westmoreland			x		x	x	x		x	x	x	x							
Roanoke			x	x 1	x	x	x		x	x	x	x							
Sub-Total		14	5	3	16	15	7	2	15	14	15	15	7	4	5				

TABLE IV (continued)

County	Question No.															6	7
	1	2	3	4	5												
Rockbridge		x															
Rockingham			x		x	x	x		x	x	x	x				x	
Russell		x			x	x			x	x	x	x	x	x			
Scott		x			x												
Shenandoah			x		x	x	x		x	x	x	x					
Smyth																x	
Southampton		x			x												
Spotsylvania		-----Questionnaire not returned-----															
Stafford			x		x	x	x		x	x	x	x	x	x			
Surry																	
Sussex																	
Tazewell		x			x	x	x		x	x	x	x					
Washington		x			x	x	x	x	x	x	x	x	x	x	x	x	
Wise		x		x	2	x			x	x	x	x	x	x			
Wythe			x		x	x	x	x	x	x	x	x			x	x	
York			x		x	x			x	x	x	x			x		
Sub-Total		7	5	1	10	9	6	2	9	9	9	9	4	7		3	
Total		38	26	13	53	48	28	11	50	45	47	45	25	27		21	
Percentages		47.5	32.5	16.25	66.25	60.0	35.0	13.75	62.5	56.25	58.75	56.25	31.25	33.75		26.25	

TABLE IV-A

CURRENT SUPERVISION PRACTICES OF VIRGINIA SCHOOL BUS DRIVERS
DERIVED FROM QUESTIONNAIRE DATA - PART III - QUESTIONS 1 - 7*

County	Question No.														
		1	2	3	4	5								6	7
Alexandria		x				x	x		x	x	x	x			
Chesapeake		x			x	x	x	x	x	x	x	x	x	x	x
Covington		x												x	
Falls Church															
Hampton		Questionnaire not completed													
Newport News															
Norton			x	x	1	x	x				x	x	x	x	x
Radford		No longer operate public school bus													
Richmond		x		x	1	x	x	x	x	x	x	x	x		x
Virginia Beach			x	x		x	x	x	x	x	x	x	x		x
Total		4	2	3	-	4	5	4	3	4	4	5	5	4	3
Percentages		50.0	25.0	37.5		50.0	62.5	50.0	37.5	50.0	50.0	62.5	62.5	50.0	37.5

CHAPTER IV

SUMMARY AND CONCLUSION

On the assumption that the questionnaire was answered correctly, definite knowledge of the comprehensive program of the school bus driver has been obtained from this study. Of the eighty-eight county school divisions in Virginia, eighty responded. Out of the thirty-two city divisions, thirty responded. Out of the thirty, only nine city divisions had a transportation program and one of the cities answered the questionnaire incorrectly.

The most common selection procedures were: (1) interview; (2) checking the application form for correctness; and (3) standards for substitute drivers. An important factor related to selection was the use of an adopted salary schedule. The least prevalent procedures were: (1) testing program; (2) first aid requirements; and (3) maximum and minimum physical requirements. There appeared to be a positive relationship between the county school divisions with the larger transportation systems and better selection procedures.

In the training program for new drivers, only three procedures were used extensively: (1) the division superintendent annually addressed prospective bus drivers; (2) in actual driving, the new bus driver began with an empty

bus; and (3) a qualified, experienced bus driver aided in training new drivers. Few of the school divisions reported any definite formal instruction.

Training for experienced drivers in Virginia was very limited. The researcher assumed that this fact was a continuance of very little formal training for new drivers.

The common practices of those county divisions having an in-service training program were: (1) classes scheduled at strategic points; (2) prominent authorities presented the topics; and (3) a part of the program was spent in improving driver skills. An additional and related factor was the availability of adequate facilities for such a program. The least common procedures were: (1) class size is limited to twenty people; (2) drivers are tested on their in-service training; and (3) awards are given for completing each in-service program.

The data revealed that most county and city divisions employed either a part-time or full-time supervisor of transportation. However, in the range of thirty to fifty-seven buses, twelve county school divisions did not employ either a full-time or part-time supervisor. It was interesting to note that nine out of the same twelve also did not have an in-service training program.

A majority of the school divisions annually evaluated

each bus driver. However, only a few kept this evaluation on file. The most common evaluative criteria used were: (1) general condition of the bus; (2) number of accidents; and (3) public relations of the bus driver. The least common criteria were law violations and performance in in-service training courses.

The strengths and weaknesses of current practices in selection, instruction and supervision of school bus drivers in Virginia have been shown in this study. The first step in overcoming a weakness is its recognition.

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APPENDIX

TABLE V

COUNTY SCHOOL DIVISION	DATE SENT	<u>DATE RETURNED</u>
Accomack	3/18/66	3/23/66
Albemarle	3/16/66	3/20/66
Alleghany	3/18/66	3/21/66
Amelia	3/18/66	4/21/66
Amherst	3/18/66	3/22/66
Appomattox	3/18/66	
Arlington	3/16/66	3/21/66
Augusta	3/16/66	3/20/66
Bath	3/18/66	3/22/66
Bedford	3/16/66	3/28/66
Bland	3/22/66	3/25/66
Botetourt	3/16/66	3/30/66
Brunswick	3/16/66	3/20/66
Buchanan	3/16/66	4/7/66
Buckingham	3/16/66	
Campbell	3/16/66	3/20/66
Caroline	3/16/66	3/23/66
Carroll	3/18/66	3/22/66
Charles City - New Kent	3/16/66	3/21/66
Charlotte	3/18/66	3/22/66
Chesterfield	3/16/66	4/23/66
Clarke	3/16/66	3/21/66

COUNTY SCHOOL DIVISION	DATE SENT	DATE RETURNED
Craig	3/16/66	3/20/66
Culpeper	3/16/66	3/22/66
Cumberland	3/16/66	
Dickenson	3/16/66	3/21/66
Dinwiddie	3/16/66	3/20/66
Essex - Middlesex	3/16/66	3/28/66
Fairfax	3/16/66	4/6/66
Fauquier	3/16/66	3/21/66
Floyd	3/18/66	
Fluvanna	3/16/66	3/21/66
Franklin	5/11/66	5/18/66
Frederick	3/16/66	3/20/66
Giles	3/18/66	3/25/66
Goochland	3/16/66	
Grayson	3/18/66	3/23/66
Greensville	3/16/66	3/20/66
Halifax	3/16/66	3/20/66
Hanover	3/22/66	3/31/66
Henrico	3/16/66	3/22/66
Henry	3/18/66	3/24/66
Highland	3/18/66	3/24/66
Isle of Wight	3/16/66	3/20/66
James City - Williamsburg	3/16/66	3/21/66

<u>COUNTY</u> <u>SCHOOL DIVISION</u>	<u>DATE SENT</u>	<u>DATE RETURNED</u>
King George	3/22/66	3/25/66
King and Queen - King William	3/22/66	3/25/66
Lee	3/16/66	3/21/66
Loudoun	3/16/66	3/21/66
Louisa	3/16/66	3/20/66
Lunenburg	3/18/66	3/30/66
Madison - Greene	3/16/66	3/20/66
Mathews - Gloucester	3/22/66	3/25/66
Mecklenburg	3/22/66	3/30/66
Montgomery	3/16/66	3/20/66
Nansemond	3/22/66	
Nelson	3/22/66	3/25/66
Northampton	3/16/66	3/20/66
Northumberland - Lancaster	3/22/66	3/25/66
Nottoway	3/16/66	3/20/66
Orange	3/16/66	
Page	3/16/66	3/21/66
Patrick	3/22/66	3/30/66
Pittsylvania	3/22/66	5/17/66
Powhatan	3/16/66	5/16/66
Prince Edward	3/16/66	3/20/66
Prince George	3/16/66	3/20/66
Prince William	3/16/66	3/21/66

COUNTY SCHOOL DIVISION	DATE SENT	DATE RETURNED
Pulaski	3/22/66	3/28/66
Rappahannock - Warren	3/16/66	3/20/66
Roanoke	3/16/66	3/30/66
Rockbridge	3/16/66	3/23/66
Rockingham	3/16/66	3/21/66
Russell	3/16/66	3/21/66
Scott	3/16/66	3/21/66
Shenandoah	3/16/66	3/20/66
Smyth	3/16/66	3/20/66
Southampton	3/16/66	3/22/66
Spotsylvania	3/18/66	
Stafford	3/18/66	3/22/66
Surry	3/18/66	3/23/66
Sussex	3/18/66	3/22/66
Tazewell	3/18/66	3/23/66
Washington	3/18/66	3/21/66
Westmoreland - Richmond	3/18/66	3/22/66
Wise	3/18/66	3/28/66
Wythe	3/18/66	4/7/66
York	3/22/66	3/31/66

TABLE V-A

CITY <u>SCHOOL DIVISION</u>	DATE SENT	DATE RETURNED
Alexandria	3/22/66	3/25/66
Bristol	4/13/66	5/3/66
Buena Vista	4/13/66	5/1/66
Charlottesville	3/22/66	4/6/66
Chesapeake	3/22/66	3/25/66
Clifton Forge	4/13/66	4/18/66
Colonial Heights	3/22/66	3/26/66
Covington	5/11/66	5/15/66
Danville	3/18/66	3/22/66
Fairfax	3/22/66	3/25/66
Falls Church	4/13/66	4/18/66
Franklin	5/11/66	5/17/66
Fredericksburg	3/22/66	3/25/66
Galax	5/11/66	5/17/66
Hampton	4/13/66	4/24/66
Harrisonburg	3/22/66	3/25/66
Hopewell	4/13/66	
Lynchburg	3/2/66	3/25/66
Martinsville	3/22/66	4/6/66
Newport News	3/22/66	3/25/66
Norfolk	5/11/66	5/26/66
Norton	5/11/66	5/26/66

<u>CITY</u> <u>SCHOOL DIVISION</u>	<u>DATE SENT</u>	<u>DATE RETURNED</u>
Petersburg	5/11/66	5/15/66
Portsmouth	3/22/66	4/7/66
Radford	5/11/66	5/15/66
Richmond	4/13/66	5/1/66
Roanoke	3/22/66	3/25/66
South Boston	4/13/66	
Staunton	4/13/66	5/3/66
Suffolk	5/11/66	5/15/66
Virginia Beach	4/13/66	5/17/66
Waynesboro	5/11/66	5/15/66
Winchester	5/11/66	5/17/66

TABLE VI
COUNTY SCHOOL DIVISIONS
NUMBER OF BUSES AND TOTAL MILES TRAVELED*

County	Number of Buses	Total Miles Bus Traveled
1. Fairfax	401	3,223,566
2. Henrico	167	992,782
3. Pittsylvania	155	1,490,760
4. Chesterfield	144	970,128
5. Halifax	108	1,089,720
6. Augusta	107	930,222
7. Rockingham	99	703,188
8. Campbell	98	681,366
9. Prince William	95	656,604
10. Roanoke	94	678,600
11. Henry-	93	741,744
12. Mecklenburg	91	836,262
13. Bedford	89	882,162
14. Southampton	84	751,748
15. Franklin	84	741,420
16. Loudoun	80	651,240
17. Albemarle	80	695,556
18. Hanover	77	823,428
19. Nansemond	75	532,260
20. Dinwiddie	75	635,400
21. Washington	72	651,582
22. Prince George	71	637,920
23. Fauquier	71	652,752
24. Accomack	69	608,421
25. York	69	398,160
26. Tazewell	68	620,196
27. Arlington	64	372,996
28. Richmond - Westmoreland	63	516,672
29. Russell	62	522,720
30. Carroll	61	562,680
31. Northumberland - Lancaster	60	478,332
32. Scott	58	616,050
33. Isle of Wight	57	415,440
34. Brunswick	57	658,512
35. Wise	57	414,360
36. Lee	55	453,348
37. Amherst	54	543,420
38. Buchanan	53	362,520

*Based on figures for 1964-1965

TABLE VI (continued)

County	Number of Buses	Total Miles Bus Traveled
39. Grayson	53	399,996
40. Nelson	52	548,100
41. Rockbridge	51	442,368
42. Spotsylvania	50	506,340
43. Shenandoah	48	377,388
44. Pulaski	47	346,644
45. Gloucester - Mathews	47	435,775
46. Caroline	47	409,212
47. Botetourt	47	360,000
48. Montgomery	46	338,004
49. Essex - Middlesex	45	401,740
50. Wythe	44	386,640
51. Stafford	44	396,385
52. Madison - Greene	44	405,918
53. Charlotte	44	491,400
54. Buckingham	43	453,816
55. New Kent - Charles City	42	364,248
56. Louisa	42	459,720
57. Dickenson	42	323,496
58. Frederick	42	399,960
59. King William - King and Queen	41	378,504
60. Lunenburg	41	486,360
61. Sussex	38	429,612
62. Giles	38	242,946
63. Floyd	36	320,400
64. Smyth	35	315,407
65. Patrick	35	388,584
66. James City - Williamsburg	35	362,466
67. Greensville	35	292,752
68. Rappahannock - Warren	35	332,532
69. Culpeper	34	393,084
70. Orange	34	292,140
71. Northampton	32	288,108
72. Alleghany	30	268,416
73. Appomattox	30	285,876
74. Fluvanna	30	240,228
75. Nottoway	30	274,536
76. Goochland	29	298,260
77. Page	28	209,938
78. King George	24	194,478
79. Amelia	24	251,496

TABLE VI (continued)

County	Number of Buses	Total Miles Bus Traveled
80. Cumberland	24	226,008
81. Prince Edward	21	190,124
82. Bland	20	139,860
83. Powhatan	19	162,324
84. Bath	18	151,686
85. Surry	16	160,380
86. Clarke	16	136,800
87. Craig=	10	104,920
88. Highland	10	88,524

TABLE VIA
CITY SCHOOL DIVISIONS
NUMBER OF BUSES AND TOTAL MILES TRAVELED

City	Number of Buses	Total Miles Bus Traveled
1. Virginia Beach	185	1,586,160
2. Newport News	174	902,880
3. Chesapeake	132	959,220
4. Hampton	54	267,840
5. Richmond	9	69,979
6. Alexandria	6	48,924
7. Falls Church	3	12,521
8. Norton	2	10,950
9. Covington	1	7,844
10. Radford	1	5,400

SELECTION, INSTRUCTION AND SUPERVISION OF SCHOOL BUS DRIVERS IN VIRGINIA

School Division _____

Part I Selection

- | Yes | No | |
|-----|-----|--|
| ___ | ___ | 1. This school division publishes a school bus driver handbook. |
| ___ | ___ | 2. The information on the application blank is checked for correctness. |
| ___ | ___ | 3. The references are checked either by telephone or letter. |
| ___ | ___ | 4. Every prospective bus driver undergoes a personal interview. |
| ___ | ___ | 5. This school division uses an interview checklist form. |
| ___ | ___ | 6. The complete driving record of the applicant from the Division of Motor Vehicles is required. |
| ___ | ___ | 7. There is an adopted salary schedule. |
| ___ | ___ | 8. Substitute drivers are required to meet the same requirements as regular bus drivers. |
| ___ | ___ | 9. A knowledge of first aid is required for the job. |
| ___ | ___ | 10. This school division gives an intelligence test. |
| ___ | ___ | 11. This school division gives psychological tests. If so, check the appropriate block: ___ breadth of vision; ___ judging distances; ___ reaction time. |
| ___ | ___ | 12. This school division gives a driver attitude test. |
| ___ | ___ | 13. There is a requirement for weight. If so, specify: ___ minimum ___ maximum. |
| ___ | ___ | 14. There is a requirement for height. If so, specify: ___ minimum ___ maximum. |
| ___ | ___ | 15. An applicant must have been a licensed driver for one year. |
| | | 16. The age range in this school division is: ___ minimum ___ maximum. |
| | | 17. In selecting drivers this division prefers: ___ women; ___ men; ___ no preference. |

Part II Instruction

A. Training for new drivers

- | Yes | No | |
|-----|-----|---|
| ___ | ___ | 1. This division superintendent annually addresses prospective bus drivers concerning their importance in the educational system. |
| ___ | ___ | 2. Training classes for new drivers are held annually before each school year. |

- | Yes | No | | | | | | | | | |
|----------------------------------|--------------------------------------|---|----------------------------------|-------------|---------------------------------|------------------------------------|------------------------|--------------------------------------|---------------|-----------------------------|
| ___ | ___ | 3. A qualified experienced bus driver aids in training new drivers. | | | | | | | | |
| ___ | ___ | 4. This school division employs a qualified driver-trainer. | | | | | | | | |
| ___ | ___ | 5. Once the license is obtained, the new driver is required to continue his training with an experienced driver on an actual run. | | | | | | | | |
| ___ | ___ | 6. In actual driving, the new bus driver begins with an empty bus. | | | | | | | | |
| ___ | ___ | 7. The number of students per bus is increased as the driver gains experience. | | | | | | | | |
| | | 8. This school division requires ___ days of actual driver training before taking the state bus driver test. | | | | | | | | |
| | | 9. This school division requires ___ hours of actual driver training before taking the state bus driver test. | | | | | | | | |
| | | 10. This school division requires ___ days of classroom instruction. | | | | | | | | |
| | | 11. This school division requires ___ hours of classroom instruction. | | | | | | | | |
| | | 12. Classroom instruction includes: (Please check items covered) | | | | | | | | |
| | | <table border="0"> <tr> <td>___ Driver-student relationships</td> <td>___ Reports</td> </tr> <tr> <td>___ Driver-parent relationships</td> <td>___ Responsibilities of bus driver</td> </tr> <tr> <td>___ Cleanliness of bus</td> <td>___ Preventive and defensive driving</td> </tr> <tr> <td>___ First aid</td> <td>___ Correct wearing apparel</td> </tr> </table> | ___ Driver-student relationships | ___ Reports | ___ Driver-parent relationships | ___ Responsibilities of bus driver | ___ Cleanliness of bus | ___ Preventive and defensive driving | ___ First aid | ___ Correct wearing apparel |
| ___ Driver-student relationships | ___ Reports | | | | | | | | | |
| ___ Driver-parent relationships | ___ Responsibilities of bus driver | | | | | | | | | |
| ___ Cleanliness of bus | ___ Preventive and defensive driving | | | | | | | | | |
| ___ First aid | ___ Correct wearing apparel | | | | | | | | | |

B. In-service training

- | Yes | No | |
|-----|-----|---|
| ___ | ___ | 1. This school division has an in-service training program for drivers. |
| ___ | ___ | 2. This school division has adequate facilities for such a program. |
| ___ | ___ | 3. In-service classes are scheduled at strategic points within the city or county. |
| ___ | ___ | 4. The in-service class size is limited to 20 people. |
| ___ | ___ | 5. Some topics are selected by the school bus drivers. |
| ___ | ___ | 6. This school division secures prominent authorities to present the topics. |
| ___ | ___ | 7. A part of the in-service training is actually spent in improving driving skills. |
| ___ | ___ | 8. This school division tests the drivers on their in-service training. |
| ___ | ___ | 9. Citations or awards are given for completing each in-service program. |
| ___ | ___ | 10. Bus drivers are paid to attend in-service programs. |

Part III Supervision

Yes No

- ☐ ☐ 1. This school division employs a part-time supervisor of transportation who has responsibilities other than transportation.
- ☐ ☐ 2. This school division employs a full time supervisor of transportation who has no responsibilities other than transportation.
- ☐ ☐ 3. The supervisor of transportation has assistants. Please specify number ☐ (do not include secretaries, mechanics)
- ☐ ☐ 4. The entire school transportation system is co-ordinated by this individual.
- ☐ ☐ 5. The supervisor or supervisors annually evaluate each school bus driver in the school division.
- a. If yes, this evaluation consists of: (check where applies to your division)
- ☐ riding the bus
- ☐ performance in in-service training courses
- ☐ general condition of each driver's bus
- ☐ accidents
- ☐ public relations of the bus drivers
- ☐ law violations
- b. A copy of this evaluation is kept on file ☐ yes ☐ no.
- ☐ ☐ 6. Citations or awards are given for completing each year of safe driving.
- ☐ ☐ 7. The supervisor keeps the public informed about progress achieved in increasing the safety of school transportation through better training of school bus drivers.

I am a graduate student in the School of Education at the University of Richmond, Virginia. My final requirement for my Master of Science degree in Secondary Education is that I write a thesis.

My thesis topic is Selection, Instruction, and Supervision of School Bus Drivers in Virginia. I became interested in this topic as a result of my duties as assistant principal of Lee Davis High School, Hanover County, Virginia.

I am enclosing a questionnaire which I hope you will complete and return in the envelope provided. This questionnaire represents an ideal situation beyond the required state minimum standards. Therefore, many items are probably not used in your division.

My objective is to determine what current practices beyond the state requirements are employed by the different school divisions concerning selection, instruction and supervision of school bus drivers in Virginia.

Thanking you for your co-operation, I am,

Yours very truly,

William G. Thomas
1206 Luck Avenue
Mechanicsville, Virginia

WGT:t

Enclosures

PT-1-18-4-1-66

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION

THE USE OF THIS FORM IS REQUIRED UNDER THE PROVISIONS OF SECTION 22-276.1 OF THE
CODE OF VIRGINIA

PHYSICIAN'S CERTIFICATE

Name of Applicant _____ Sex _____ Age _____
Address _____ Birth Date _____

I am a duly licensed physician in the State of Virginia.

I certify that I personally examined the above-named applicant, and he-she does not give any history of symptoms of hypertension, cardiac disease, diabetes, epilepsy, paralysis of any type, and is otherwise, from my observation, physically able and mentally capable of operating a school bus safely as provided for by Section 22-276.1 of the Code. (SEE REVERSE SIDE)

Signed _____
Address _____ Telephone _____
Date of Examination _____

This report must be signed personally by physician.

Note to Physician: Section 22-276.1 (A) provides that “physically able” means having two hands, two feet, two eyes, the normal use of the foregoing, normal hearing. to-wit, the ability to hear the spoken voice from a distance of fifteen feet with each ear separately, visual acuity, to-wit, minimal vision of 20/70 in each eye separately with a minimal binocular vision corrected to 20/40 and normal visual fields and normal color perception.

Section 22-276.1. No school board or superintendent of schools of any county or city shall hire, employ, or enter into any agreement with any person for the purpose of operating a school bus transporting pupils after July 1, 1962, unless the person proposed to so operate such school bus shall:

(a) Furnish a certificate signed by a physician licensed by this State attesting that such physician has examined the applicant within the thirty days preceeding the date of the application for such employment and that applicant has no symptoms of hypertension, cardiac disease, diabetes, epilepsy, paralysis of any type, and is otherwise, from the observation of such physician, physically and mentally capable of operating a school bus safely.

As used in this paragraph "physically able" means having two hands, two feet, two eyes, the normal use of the foregoing, normal hearing, to-wit, the ability to hear the spoken voice from a distance of fifteen feet with each ear separately, visual acuity, to-wit, minimal vision of 20/70 in each eye separately with a minimal binocular vision corrected to 20/40 and normal visual fields and normal color perception:

(b) Furnish a statement from the Division of Motor Vehicles that the records of such Division do not disclose that the applicant, within the preceeding five years, has been convicted upon a charge of either driving under the influence of intoxicating liquors or drugs, or a felony.

(c) Furnish a statement signed by two reputable citizens of the county or city that applicant is a person of good moral character.

(d) Exhibit a license showing the applicant has successfully undertaken the examination prescribed by Section 46.1-370.

(e) Be between the ages of 16 and 65 years, both inclusive, at the time of signing such contract.

(f) Exhibit upon request of any school board or superintendent of schools of any county, city or town constitut-

ing a special school district a certificate showing that the applicant has successfully completed the American National Red Cross First Aid Course.

The statements above required shall be filed with, and made a part of the records of the superintendent of schools and/or school boards of the county or city employing such person as a school bus operator.

The State Department of Education shall prescribe and furnish to the several superintendents of schools through out the State the necessary forms to be used by applicants in furnishing the information required by this section; insofar as practicable, such forms shall be designed as to limit paperwork, avoid the possibility of mistake, and furnish all parties involved with a complete and accurate record of the information required. The State Department of Education shall seek the advice of the Medical Society of Virginia in the preparation of such forms.

(Acts of Assembly, 1962)

VT-2-1CM-5-1.62

COMMONWEALTH OF VIRGINIA
DIVISION OF MOTOR VEHICLES

(Statement required by Section 22-276.1 of the Code of Virginia)

Date _____

Division of Motor Vehicles
Bureau of Safety Responsibility
220 West Broad Street
Richmond, Virginia

Gentlemen :

Please furnish the following information about the named subject who is an applicant for a job as school bus driver :

Subject: _____

Address: _____

Former Virginia Address: _____

Virginia Operator License No. _____ Chauffeur's License No. _____

Race _____ Sex _____ Date of Birth _____

1. Has the above named subject been convicted of either driving under the influence of intoxicating liquors or drugs, or a felony involving the use of a motor vehicle within the preceding five years? Yes_____ No_____
2. If answer is yes:
 \ (a) On what charge:

Date	Offense	Remarks
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(b) Was License Revoked? Yes_____ No_____

Information requested by _____

Address _____

DIVISION OF MOTOR VEHICLES
BUREAU OF SAFETY RESPONSIBILITY

BY _____ DATE _____

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION

(Statement required by Section 22-276.1 of the Code of Virginia)

Date _____

_____ Superintendent
County/City Schools
Virginia

This is to certify that _____
who is an applicant for a job as school bus driver, is known by us to be a person of good moral character.

Signed: 1. _____
2. _____

BOARD
WILLIAM S. HOOFNAGLE, Chairman
JOHN A. GOLDSMITH
WILLIAM R. PERLIK

OFFICE OF
Fairfax County School Board
400 Jones Street
Fairfax, Virginia
E. C. FUNDERBURK, DIVISION SUPERINTENDENT
W. CLEMENT JACOBS, CLERK

BOARD 75
KENNETH N. CLARK
HOWARD E. FUTCH
C. TURNER HUGGINS
CARL V. LYON

Department of Transportation

January 14, 1965

Mr. William G. Thomas
1206 Luck Avenue
Mechanicsville, Virginia

Dear Mr. Thomas:

In reply to Mrs. Thomas' telephone request for material for your thesis, we offer the information below and hope it will be of some use to you. We are also enclosing a FAIRFAX COUNTY PUBLIC SCHOOLS BUS DRIVER MANUAL.

Our requirements for school bus drivers (both men and women) are:

1. They must be at least 5 feet 3 inches tall.
2. They must weigh at least 110 lbs.
3. They must have good eyesight, good hearing, both arms and both legs with no crippling defects.
4. They must have had at least two years driving experience with a good driving record.
5. Students (usually boys) must be at least 17 years of age with parents' and school principal's letters of permission. No persons under 21 are employed unless in a branch of a school system. The maximum age is 65. However, no one is hired after the 55th birthday unless she (or he) has had experience as a bus driver.

The first step is for me to interview the applicant. In this interview I inquire as to their previous driving experience; number and ages of children; general physical condition; social habits, i. e. drinking, etc.

If the applicant is acceptable thus far, she (or he) then enters into our training program. Our training school consists of:

1st day - class room orientation with introduction to the bus...

1. Laws pertaining to school bus driving

Mr. William G. Thomas

- 2 -

January 14, 1965

2. Driver - student, driver - parent, driver - patrol relationships.
3. How to check the oil (which we require our drivers to do every day before the morning run).
4. Point out the importance of clearing the windshield, windows, and mirrors of condensation, ice and snow.
5. Letting the trainee get a general 'feel' of the bus.
6. Correct clothing to wear. No shorts, no hair curlers, no skin tight slacks. Most of our ladies wear regular slacks but many wear skirts, etc. A general town-casual appearance is to be maintained.

2nd day - double-clutching, country driving

3rd day - down shifting

4th day - city driving

5th day - At this point most trainees are ready for the State Division of Motor Vehicles test and are taken by one of the supervisors in a bus for this test. However, there are a few that have to continue training for a day or so and when we feel they are ready, they too are taken for their bus driver permits.

Once the license is obtained, we then ask the new drivers to continue their training with an experienced driver on an actual run. First they drive an empty bus; then a bus with only a few students aboard, working their way up to a full load. They train with several different drivers and are soon ready to be substitutes. They are thus used until there is an opening in their area. Our training program is continuous.

We have found that a lady driver keeps herself and her bus much neater. The children, especially the smaller ones, seem to appreciate this. The mother bus driver seems to gain the respect of the students and parents more quickly and consequently we find our discipline problems fewer. They are very good public relation officers in knowing what to say to the parents or the students. I am sure you know a wrong word a bus driver at the right time can skyrocket into a barrel of trouble. They also use better judgment in driving the bus as to narrow spaces to get through and do not take the chances the male driver takes. So, Mr. Thomas, we in Fairfax County

577 13

Mr. William G. Thomas

- 3 -

January 14, 1965

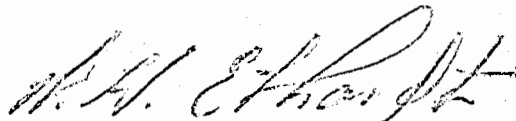
feel the lady bus driver is the better driver.

However, the lady drivers must be reminded of how important their job is and how well they are doing it. Their morale must be kept very high. One must be careful in selecting and hiring a person so that there is no question about her character because ladies have to feel at all times that they are working with a group of the highest moral conduct.

We have forms that we send to our local and state law enforcement branches. We require a physical. We also have a form for character references. I am enclosing a copy of each of these. Our application form is the same as used by all School Board employees.

Wishing you much success in writing your thesis, I am

Cordially yours,



W. H. EBHARDT, Director
Dept. of Transportation

WHE:nb
Encls.

OFFICE OF PUPIL TRANSPORTATION
1610 New York Ave., 23453
Virginia Beach, Va.

OFFICE USE ONLY 578
Dr. report _____
D.M.V. _____
Mor. Report _____

Prelim. Test	_____
DMV Test	_____
Final Test	_____

APPLICATION FOR SCHOOL BUS DRIVER

Application received _____ By _____ Interviewed by _____ Tested by _____

NAME _____ Birth Date _____ SS# _____

Present Address _____ Area _____

Former Address _____ Height _____

Married _____ Single _____ Weight _____

Number of preschool children _____ (Ages of children _____

Drivers License No. _____ State _____

Expiration Date of Drivers License _____

Driving Experience: Years _____ Type of vehicles _____

Regular shift _____ Automatic shift _____

Driving Record: 1. Moving Accidents ----Yes _____ No _____

2. Summons Issued ----Yes _____ No _____

If answer is yes in either case above, explain _____

Positions (jobs) held _____ Date _____ (use back if needed)

Name of firm or establishment last worked: _____

Address of firm _____

References: (Other than employees of the school system or relatives)

Business _____ Personal _____

How did you find out about this type of work: _____

Very briefly, what is your reason for applying for this type of job: _____

Do you have parking area for a school bus? -- Yes _____ No _____

Where is this area located? _____

Date of Application _____ Signature of Applicant _____

QUOTE OF THE MONTH: Definition of success -"to laugh often and much, to win the respect of intelligent people, and the affection of children." Ralph W. Emerson.

ADIOS AMIGOS

The time has come again when we must bid farewell to all our fellow drivers. Each year, due to reasons too numerous to count, we lose some of our people. The job of being a bus driver can be quite tedious and extremely tiring at times, but when the day actually comes that we turn our buses in for the summer, most of our drivers feel a slight twinge of regret that it will be three long months before they see most of the friends they have made through the school year. Those that begin in our occupation come from many various walks of life but after completing their first year of driving, all of us have one common bond, the feeling that the job we are doing is one step above that of the ordinary type of work. We are the guardians of our friends' and neighbors' children as we transport them daily to the schools they attend. We are the person - that these children meet first at the beginning of school and are the one they say their final good-bye to when the last day of school ends. Oft times it is with tears that some of "our little ones" wave their final wave of the season.

Each year our job of driving changes a little, due to route, school, or area relocation, but the little children remain the same. They look to their bus driver as a parent away from home. Someone they can tell about a new pair of shoes, or a cut finger, or even at times little private family stories that mother and daddy would scream about if they only knew were being told. There is always one or two particular children that the bus driver picks out as being her special helpers. Saying bye to these children can be exceptionally hard as no one knows if they will see them the following year.

As each of us goes her own way this summer and as we pursue our separate goals, it is hoped that a moment or two will be set aside for remembering the many friends we have made and the happy

"driver of the month"

This month we have a special type of tribute to pay to more than one driver. The letter below was written by one of our student drivers that has been with us both as a regular and a substitute driver for two years. We feel that this letter is a reflection of how most of our student drivers feel towards the drivers that helped them learn and the ones that used them as a driver this past year.

Dear Mr. Gimbert,

Since this will more than likely be my last year with the school board, I would like to express my appreciation to all the drivers for helping me to drive. Deep appreciation goes to Mrs. Dot Laform & Mrs. Minnie Taylor for helping me to get my drivers license and also to Mrs. Joar Hiller for letting me use her bus for field trips this year.

I have enjoyed driving for regular drivers this year and I think that all the drivers need to be thanked for a job well done in all conditions. I do not think you can find a better system that will run so smoothly.

Sincerely yours,
Charles W. Beard III

(Adios - continued)

and enjoyable times we have shared through this past school year. To those that will continue this next fall on a different path, we say farewell and thank you. Knowing you has been a pleasure and it has added a pleasant page to our book of memories. To those that will return for another year of double clutching and down-shifting, have a wonderful warm vacation and see you in August at our start of the year meeting.

"The faults of our friends we write in the sand, their virtues are written on the Golden Tablet of Memory."

HONORABLE INTENTIONS !!!!!

All regular drivers this year who have indicated on their intention form that they will drive next year can rest assured that their driving position will be available to them. This does not mean that your own particular run this year will be yours again, but you definately will have a job with this transportation department. The only exception to this will be if some serious offense removes you from our list of regular drivers of this past year.

As to contracts, they will be made out during the summer months and will be given out before school begins this next fall. We hope to include the names of your schools, elementary and high school, on your contract. Therefore, this delay is necessary.

During the summer it is hoped that each group of drivers may be brought in and their runs at their schools discussed and any problems that would otherwise need to be settled at the beginning of school be ironed out before the session begins. Perhaps through these meetings we will be able to start out next year with a few less problems than usual. If you will be gone on an extended vacation this summer, please notify this office so that we may set up your schools meeting to correspond with your available time.

Again may it be stated that all regular drivers this year will definately be assigned a school next year if they have indicated their wish to drive in the year 1966-67. Our substitute drivers who wish to drive regular next year will be assigned openings as they are available in their particular areas.

CPH

Motor-vehicle official to applicant for license. "Don't be upset, mam'. It's true you've failed your test - but you've probably increased your life expectancy."

A woman driver passed her test on the sixth attempt. The poor lady, after months of trying, had been reduced to an acute sense of failure when, to her amazement, after what she thought was a particularly bungling attempt, the guy from the DMV passed her, saying, "Okay, lady, it's all yours."

WHEELS & DEALS

Who wanted to kiss whom in the bus waiting room, as a token of thanks for taking up for them when they were getting the third degree.

WHEN THE WEATHER GETS HOT, DON'T RIDE WITH YOUR BUS DOOR OPEN, DO THIS INSTEAD.



FROM THE GARAGE, THE BUS OFFICE, AND ALL THE STAFF HAVE A HAPPY VACATION.

The next day, on the very first occasion when she took her bus out alone, a student tried to thumb a ride from her when she stopped, rather miraculously, at a stop light. She opened her door and in her long induced state of motoring agitation, said, "I'm terribly sorry, but I don't drive."

That two highly confused parties.

Editor E. Joan Brown
Reporter Blake Weston
Messenger Lennie Hughes
Sponsor Claude R. Gimber

Tested by: _____

GRADE: 81

Pretest for driving applicants.

Name _____ Date _____

Part I

1. A. What is the stopping distance of an empty school bus when going at maximum speed?
B. What is the stopping distance of a loaded school bus when going at maximum speed?
C. What is the stopping distance of a school bus when going at a speed of 25 miles per hour? _____
2. When should a school bus driver use her big red stop lights?

3. What is the minimum safe distance to follow another school bus on the highway?

4. Is it permissible for a child to put arms or head out of a school bus window?

5. When should you report an accident to the police? _____
When should you report an accident to the office? _____
6. What should a school bus driver do when approaching a main highway crossing another main highway where there is no traffic control? _____
7. What should a school bus driver do when approaching a railroad crossing?

8. When a school bus driver is preparing to stop to load or unload students at a stop, what is the required distance for applying the big red signal lights when going 35 miles per hour or less? _____ ft. - when going over 35 mph? _____
9. Where on the highway should you stop to load or unload students?

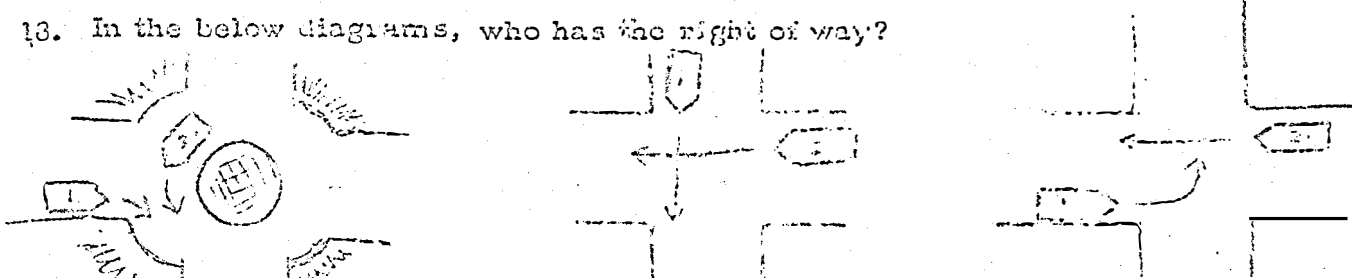
10. What is the required distance for signaling when turning or stopping when the speed limit is 35 miles per hour or less? _____ --when the speed limit is more than 35 miles per hour? _____
11. When can you back a school bus? _____
12. When can you back a school bus on the school grounds? _____
13. What is the Golden Rule of the Road for school bus drivers? _____
14. If your bus starts to skid when you apply brakes, what is the best action to take?

15. If you lost your brakes, what should you do in order to bring the bus to a safe stop?

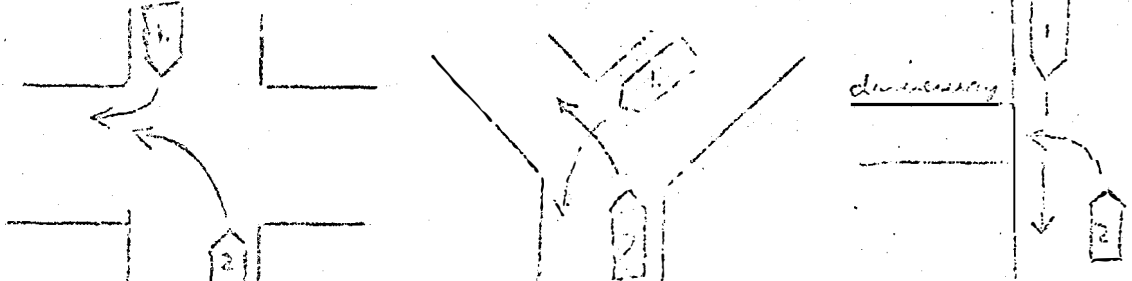
16. What causes the most accidents, the road, the car, or the driver? _____
17. What is the charge for driving a school bus in excess of 65 miles per hour? _____

Part II

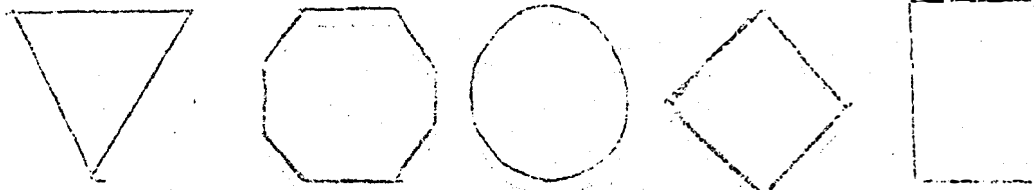
18. In the below diagrams, who has the right of way?



19. In the below diagrams, who yields the right of way? (circle car or vehicle)



20. On the below signs, mark what type of information you would be likely to see.



Part III

21. What are the speed limits in Virginia on the below listed highways and roads for an automobile?
- Interstate system of highways or other limited access highways with divided roadways. _____ mph.
 - Non limited access highways that have four or more lanes for traffic with a physical barrier or unpaved area separating traffic moving in each direction. _____ mph.
 - On all other open highways. _____ mph.
22. What are the speed limits in Virginia on the following type of highways and roads for a truck, road tractor, tractor truck, or combination of vehicles designed to transport property, or is a motor vehicle being used to tow a vehicle or house trailer?
- Interstate system of highways or other limited access highways with divided roadways or on nonlimited access highways that have four or more lanes for traffic with a physical barrier or unpaved area that separates traffic moving in each direction. _____ mph
 - On all other open highways. _____ mph.
23. What is the speed limit in Virginia on the following type of highways and roads for a school bus transporting children?
- On all highways other than an interstate highway. _____ mph
 - On an interstate highway. _____ mph.
24. What is the speed limit between portable signs, tilt over sign, or fixed blinking signs that bear the word "school"? _____ mph.
25. What is the speed limit on highways in a business or residential area? _____
26. What is the speed limit on any highway within a city or town? _____ mph
27. How fast must you drive to be guilty of reckless driving? _____ mph.
28. Give six reasons for being accused of reckless driving. _____
- _____
- _____

Vita

William Gibbs Thomas was born in Erwin, North Carolina, on February 21, 1940. He is the son of Bonner Gibbs Thomas and Emily Grant Thomas.

Mr. Thomas received his high school diploma from Campbell College, Buies Creek, North Carolina, in 1959. He received a Bachelor of Arts Degree in History from Randolph-Macon College, Ashland, Virginia, in 1963.

He is married to the former Nancy Phyllis Smith of Houston, Texas, daughter of John S. Smith and the late Phyllis Kimball Smith.

Mr. Thomas, in September of 1963, entered the teaching profession as a teacher of history and government at Lee Davis High School, Mechanicsville, Virginia.

After completing one year of teaching, Mr. Thomas was appointed Assistant Principal of Lee Davis High School, a position he presently holds.

He is a member of St. Thomas' Episcopal Church, Richmond, Virginia, and is a member of the Hanover Ruritan Club. He is a member of the National Education Association and the Virginia Education Association.